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ABSTRACT

Prevention and problem solving approaches to behavior management in classrooms for behaviorally disordered (BD) students are reviewed. Attention is focused on positive strategies teachers can use to manage inappropriate behavior and to teach students alternative appropriate behaviors. The following components of prevention that contribute to a positive classroom atmosphere are considered: routines, rules and rewards; and signal interference, redirection, and humor. It is suggested that affective education courses can also help prevent misbehavior by increasing the student's self-management. The following techniques that can help solve behavior problems are also discussed: behavioral procedures that increase the frequency of target behaviors (positive reinforcement, "token" systems, the Premack principle); behavioral procedures that decrease the frequency of target behaviors (extinction, time out, reinforcement of an alternative incompatible behavior); and behavioral approaches that teach new behaviors (modeling, demonstration, prompting, cueing, facing, and shaping). Additional approaches are also identified: contingency contracting to allow joint problem solving for teachers and students; and situational interviewing to involve teachers and students in shared resolution of problems. It is proposed that both problem solving and prevention strategies exist along continuums of internal to external control or student centered to teacher directed. Lastly, the importance of matching techniques to students' developmental and behavioral needs and incorporating them into an overall positive management strategy is noted. (SEW)

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MONOGRAPH SERIES in BEHAVIOR DISORDERS

Monograph 5:

Positive Approaches to Behavior Management

Midwest Regional Resource Center
Drake University
Des Moines, Iowa

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Monograph 5:

Positive Approaches to Behavior Management

Donna R. Eyde

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This monograph is designed to provide teachers and administrators with information on behaviorally disordered students. It is one of a series of seven. The other monographs in the series are:

1. Myths of Behavioral Disorders
2. Developing a School Program for Behaviorally Disordered Students
3. Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include and Strategies for Building Support
4. Reintegrating Behaviorally Disordered Students Into General Education Classrooms
5. Positive Approaches to Behavior Management
6. Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students
7. Excerpts from: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools

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POSITIVE APPROACHES TO BEHAVIOR MANAGEMENT

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Overview

The purpose of this chapter is to review positive approaches to behavior management in classrooms for behaviorally disordered (BD) students. The very term, behavior management, often creates a sense of tension - a sense of struggle between individual drives and external controls. However, behavior management occurs whenever teachers manipulate and modify behavior in relation to specific learning events so students, regardless of handicap, share equal access to learning opportunities. Managing the behaviors of BD students forces teachers to reflect on what they expect students to learn as a result of their interaction with the environment. What are the expected outcomes? What exactly is to be taught/learned as a result of student interactions? What are the priority goals for each student's program? Many effective teachers decide in advance what skills or behaviors students need to achieve success in the teaching/learning arena of the classroom, and use behavior management strategies to teach those behaviors.

In some circles, discipline has recently fallen from favor because it has become too closely associated with punishment. Punishment, however, never has truly provided discipline because punishment does not teach remedial or alternative behaviors. Discipline teaches by helping a student to progress toward increased self-control and value development and to organize learning behaviors. Punishment does not teach because it fails to specify what the student should do. In fact, punishment often

elicits such strong emotional currents for both teacher and student that new learning is nearly impossible. Therefore, punishment is not discipline. This chapter addresses discipline by focusing on positive strategies teachers can use to manage inappropriate behavior and to teach students alternative appropriate behaviors.

Some teachers confuse good management with gadgets, gimmicks and lists of tricks which give order to the classroom. Gadgets and gimmicks, however, are not substitutes for good classroom management. Redl (1966) notes that gadgets cannot replace thinking, planning, loving, understanding and deciding about teaching outcomes. Gimmicks will work for some teachers and some students in some situations. Using systematic decision-making to select and use appropriate positive management strategies will, however, work for a majority of teachers a majority of the time.

This chapter describes positive management approaches useful for structuring and preserving classroom order, but more importantly emphasizes the role of the teacher as planner, decision-maker and implementer of positive management techniques. It suggests matching students and classroom environments by planning for and analyzing the degree of "fit" between a student and his/her environment. Both prevention and problem solving approaches to positive management are presented. Effective use of prevention strategies can diminish the amount of inappropriate behavior in a classroom by decreasing the opportunity for and the stimuli which often trigger misbehavior. As such, preventive techniques make up a critical part of a positive management approach. Yet, since even carefully planned prevention strategies do not deter all inappropriate behavior, this chapter briefly describes some specific

behavioral and therapeutic strategies which can be used to solve existing behavior problems.

Prevention and Problem-Solving Approaches to Management

Problem solving approaches to management are processes of decision making that result in development and use of action plans for behavioral change. Prevention, a critical element in management, is more anticipatory, preventive and future oriented. Yet problem solving and prevention, particularly when used concurrently, increase the probability of success for students in learning environments.

Prevention does so by establishing an environment which reduces the probability of misbehavior by clearly specifying expectations, determining and announcing consequences for specific behaviors before they occur, and by providing consistent structure phsycially and temporally for students' school days. By anticipating potential problems, teachers redesign instructional environments and activities, thereby setting students up for success.

Problem solving involves problem description, action change and evaluation. Specific steps are:

1) identify the problem;
2) describe the desired outcome;
3) generate several alternative strategies;
4) anticipate the consequences of each strategy;
5) choose the most appropriate strategy;
6) develop and implement a plan; and
7) evaluate the effectiveness of the intervention.

These steps are appropriate for both behaviorally and therapeutically oriented intervention approaches.

Both problem solving and prevention strategies exist along continums of internal to external control or student-centered to teacher-directed. Approaches and techniques should be selected with specific reference to the student's developmental and behavioral needs. Whichever specific techniques are selected and used, they must be incorporated into an overall positive management strategy.

Prevention

Matching Students and Classroom Environments

Behaviorally disordered students exhibit many behaviors which disrupt and disorder learning. Often, students' responses do not fit the learning environment. This mismatch may originate primarily with the student, with the environment or from a combination of the two. An example of mismatch which originates with the student is a situation where the student does not respond appropriately because he/she lacks the necessary skill or behavior. An example of a mismatch which stems from the environment is a student's lack of appropriate response because environmental demands are unreasonable.

Careful consideration of the match between a student and his/her learning environment can help prevent and help solve behavior problems. Attempting to describe the sources of mismatch can help teachers make needed changes, but is quite different from searching for causes of misbehavior. The latter can distract a teacher from current needs of the learner and is often nonproductive. Identifying sources of mismatch, on the other hand, frequently provides direction in the change process. When a student does not behave appropriately, teachers should ask

themselves the following: "Is the 'appropriate' behavior in the student's behavioral repertoire?" "Has the student demonstrated the appropriate behavior any time in the past?" "Are expectations for behavior clear?" "Does the situation clearly indicate what behavior is appropriate?" "Are the demands of the environment appropriate?"

Structuring the classroom, managing the environment and thinking about how to create a learning environment which matches the student's needs is a major step in decreasing misbehavior. In this way teachers focus on creating an appropriate match - preventing misbehavior, rather than continually dealing with the results of often disastrous mismatches. An effective prevention program decreases the need for intervention strategies.

Strategies for Preventing Misbehavior

Of the many ways teachers can anticipate and prevent conflict and disturbances, the three "R's" - routines, rules and rewards are critical. Mismatches in instructional delivery routines, inconsistent enforcement of class rules or inappropriate or nonexistent rewards are sources of conflict which can be anticipated and eliminated.

Routines, rules and rewards. Maintaining effective classroom routine involves more than the housekeeping chores of taking attendance and collecting lunch money; rather, it involves developing sequences of classroom events which fit the rhythms of individual students. An organized classroom environment is critical for special needs students. The activities and materials used should be appropriate to individual and group skill levels, interesting, relevant and meaningful. Curriculum

activities should be selected, sequenced, paced and spaced to provide periodic breaks between the learner and learning environment to allow time for reconstruction of deficient relations within and beyond the classroom (Fink, 1977).

When developing routines, consider sequencing classroom activities so independent activities are interspersed with small and large group activities; academics are juxtaposed to non-academics and sedentary activities mixed with more active tasks. Develop routines which provide rhythm, structure and predictability - essentials for students who lack the skills to organize learning responses. Recognize that for some anxious and disorganized learners, classroom routines can demarcate "stability zones."

Well planned and consistently used routines help to prevent misbehavior by decreasing unstructured time. As routines provide orderliness and structure movement from one activity to another, rules establish the boundaries of acceptable behavior within activities, provide structure and reflect expectations of the environment.

When rules are clear and reasonably specific, each one establishes a contingency between behavior and its consequences. Positive management includes keeping the number of rules to a minimum, but enforcing each consistently. It is far better to enforce five rules one hundred percent of the time than ten rules fifty percent of the time. Rules should be consistent with general school policies and socio-cultural norms. Whenever possible, state them positively, describing appropriate behavior. Include in each rule a description of the expected appropriate behavior and consequences for inappropriate behavior in ways students understand.

Take responsibility for setting and enforcing specific classroom rules which fit your class and the individual students within your classroom. Consider involving students in rule setting, but remember that leadership responsibility belongs to you as the teacher. You are responsible for teaching students how to remediate environmental demands in a more successful manner, and having clearly specified behavioral expectations (rules) will benefit both you and your students.

Periodically, review the rules with students. If a student violates a rule, ask him/her to restate, to describe his/her own behavior, and to accept the pre-established consequences of the misbehavior. Like classroom rules, setting limits for individual students can help prevent misbehavior. Setting individualized limits for particular students is similar to setting rules, but more individualistic and prescriptive. Setting limits often involves recognizing unacceptable behavior and giving a warning, a clear realistic description of the misbehavior and the consequences which will follow if the behavior persists. If the student is unable to generate an appropriate alternative behavior, give him/her information about acceptable alternatives. To be effective, limit setting must focus on a specific behavior. Statements like, "You always disrupt math," do not set limits. But statements like, "You have disrupted math for two days in a row by not bringing your book, paper and pencils. If you want to continue with the group, bring your materials tomorrow. If you don't, you will have to have math after school by yourself!", clarify the limit of acceptable behavior and the consequences for appropriate and inappropriate behavior.

Rewards in the classroom cause some teachers uncertainty and confusion - concern about bribing students or giving rewards for behaviors

which other teachers may expect as a matter of course. Seven principles can help teachers give rewards in ways which are satisfying for both teachers and students. These principles are:

1) reward behaviors you want to see repeated;
2) reward improvement;
3) reward as soon as possible after the desired behavior;
4) reward in ways that do not interfere with or disrupt learning;
5) reward a response if it is part of a desired new behavior;
6) reward behavior which is unambiguous (if you are unsure, don't reward);
7) when you reward behavior, explain specifically what behavior(s) earned the reward; and
8) do not reward an undesirable behavior.

Good classroom management consists of carefully matching students and the demands of learning tasks so that students succeed in an environment which is supportively organized. Part of that organization includes clear and consistent use of routines, rules and rewards.

Signal Interference, Re-Direction and Humor

Redl and Wineman (1952) describe a number of other techniques for managing behavior which are useful in preventing and diffusing conflicts by neutralizing potential conflict situations. Signal interference, re-direction and humor are effective preventive strategies for many low intensity behaviors.

Many times a simple non-verbal cue can be used to tell a student, or a group of students, that his/her behavior is approaching the acceptable limit and can help the student re-establish appropriate behavior. To use signal interference, you will have to teach students to associate the signal with its implied meaning. Several signals can be used to quiet and re-order student behavior. Examples include a harsh look, a finger on cheek or chin, pulling of your ear lobe, or a particular

stance, such as hands on hips or arms crossed. Some teachers use objects. One teacher uses a colored paper circle with one red, one green side - the green side is generally displayed; but when behavior nears the limit, the disc is turned to red, signalling the need for a change in behavior. Another teacher uses a small knick knack which usually sits on a corner of her desk. Her signal is to move the knick knack to a special spot.

Initially, a teacher may need to draw student attention to the signal when it is given. It is sometimes effective to have the student return a signal to show he/she has acknowledged the teacher's signal. This technique is particularly effective because it can be used as a first step toward student self-management of behavior (gradually the teacher's signal can be faded as the student internalizes the ability to recognize when to change his/her behavior).

Re-directing students is relatively easy to master and is an effective strategy for preventing misbehavior. It involves simply re-focusing student attention or re-ordering the physical environment. For example, student groupings can be changed to avoid or interrupt a chain of "contagious" misbehavior. A learning activity can be quickly restructured if it appears to be mismatched with student abilities or interests. A potential disrupter can be removed by sending him/her on an errand or giving him/her an alternate task in another area of the classroom. Re-direction cannot substitute for good planning and does not repair behavior problems, but it does offer respite for teacher and learner. To maximize opportunities for using re-direction, try to continuously anticipate events which might provoke misbehavior.

Humor is powerful and when used in a non-aggressive manner often reduces stress. To be effective, it must be concrete, direct and appropriate for the developmental level of the students. Used tnusly, humor has saved many a classroom from disaster.

Avoid using humor to criticize, demean or punish a student. Likewise, sarcasm and scapegoating are inappropriate uses of humor. To use humor as a management technique, the teacher must model appropriate humor, maintain a modicum of control regardless of who initiates humorous acts, and encourage each student to develop his/her own sense of humor more fully.

Because effective use of humor is a matter of degree, teachers must be sensitive to spin-offs. Be cautious; humor may make a defensive child even more anxious because of its often unpredictable, spontaneous and unstructured nature. Humor may cause some children to feel threatened or uncomfortable and uncertain. Still, when used carefully, humor can be a valuable preventive strategy.

Affective Education

It is tempting for professionals, working with BD students, to give primary emphasis to techniques of behavioral control, environmental structuring, and redirecting. Affective education involves less external control (teacher directed strategies) and relies more on teaching students to use internal control by developing decision making skills, clarifying values and developing attitudes and insights which lead to increased self-management.

Various approaches to affective development are currently evident in regular school settings. Special students, too, need to develop a number

of specific behaviors and techniques for exploring their own feelings and examining the effects of their behavior on others. Affective education can help BD students appropriately express themselves and be personally more effective by increasing student understanding of the origin and impact of personal interactions. Various authors in education and psychology have devised strategies for enhancing student awareness of self, increasing social awareness, making decisions, and so forth. Among the best known are Simon and O'Rourke's (1977) value clarification approach, Glasser's (1969) reality therapy and classroom meetings, Chase's (1975) activities for the left side of the report card, Brown's (1977) confluent education and various mini-courses offered in school settings which are designed to increase student self-expression through art, drama and poetry. Instructional materials can be used to increase student socio-emotional understanding and encourage alternative responses to environmental demands.

Other techniques for preventing misbehavior include proximity and touch control, affection, direct appeal to the class and even occasional permitting of some unacceptable behavior. Physical arrangement of the classroom and instructional organization are key elements in effectively managing behaviorally disturbed students. Careful thought should be given to selecting and using a variety of strategies as part of an overall positive approach.

Problem Solving

Strategies for Dealing with Misbehavior

Prevention, unfortunately, is not enough in most special classrooms. At some point, BD students present problem behaviors which disturb others

and call for direct intervention. The complexity and variety of students identified as BD precludes a single intervention approach. Yet, the more classroom management tools a teacher has at his/her disposal, the more likely he/she is to manage inappropriate behavior in a positive way.

Available techniques and strategies for managing behavior range along a continuum of internal versus external control or student-centered versus teacher-directed. Wolfgang and Gluckman (1980), who have identified three levels of control apparent in today's classrooms, suggest that teachers act on one of these three levels based on assumptions they hold concerning student mastery of behavioral responses. The three levels are: 1) relationship/listening, 2) confronting/contracting, 3) rules/rewards and punishment.

At the first level, the teacher assumes that the student has control over his/her behavior, so a minimum of teacher control is needed. Support techniques, such as active listening and values clarification, are used to create a therapeutic relationship. The teacher's behavior is characterized by non-directive statements, observations and selective reflection and discussion of student behavior.

On the second level, confronting/contracting, the teacher is more direct and confronts student misbehavior. Typically, the teacher uses direct statements and questions to achieve some type of agreement between teacher and student about how the behavior will change. Change is often prescribed in a contract form, either formally or informally.

The third level of control establishes contingencies and directs behavior change. At this level, behavior modification is common. Actual physical intervention and isolation are sometimes also used.

It may be helpful for teachers to consider this continuum, particularly teachers who are uncomfortable with highly directive techniques. While each teacher must select techniques which are comfortable and compatible with his/her own personality, he/she must consider also each student's developmental level and current capacity for control and change. The problem-solving approaches described in the following sections provide alternatives which range across the levels of control described by Wolfgang and Gluckman; the behavior analysis techniques primarily reflect their third level, contingency contracting exemplifies the second level, and situational interviewing reflects the first level of control. Each of these techniques has been included because it represents a positive approach for managing problem behaviors exhibited by BD students.

Behavioral Approaches

One of the most common intervention strategies used in classrooms for BD students is behavior analysis and modification. Since it is a primary strategy in many special classrooms, several behavioral change strategies are herein reviewed.

While behavior analysis and modification is not a cure for all classroom behavior problems, it has its place and is an effective tool for helping students change inappropriate behaviors. Though teachers and students share responsibility for bringing about changes in student behavior, teachers carry responsibility for designing and implementing strategies to facilitate behavior change. Some teachers feel uneasy about using behavior analysis approaches to change student behavior. Yet, all learning involves changing behavior, and one of a teacher's major

responsibilities is to help students learn. The issue is not whether to change student behavior, but which behaviors to change, which procedures to use, and which desired outcomes to seek.

Behaviors operate on the environment and are strengthened, maintained or extinguished by the consequences which follow them (Ulman and Krasner, 1965). Behavioral deficits are modifiable and non-adaptive behaviors manageable because of the ongoing interaction between students and environmental events. The key to using behavioral procedures lies in changing the transactions between the student and his/her environment by changing the consequences of student behavior. Intervention involves rearranging environmental events. Steps in developing a change plan include:

1) selection of a target behavior;
2) observation of and recording data about the target behavior;
3) development of a modification strategy;
4) implementation of the strategy;
5) evaluation of the change outcomes; and
6) communication of results to the student and appropriate others.

Behaviors are usually problematic because they occur too frequently, too infrequently, or because they are inappropriate for the current environmental context. Objectives of intervention often involve strengthening or increasing the frequency of appropriate behaviors, weakening or eliminating inappropriate or unacceptable responses, or teaching and shaping new alternative behaviors where needed.

After selecting a target behavior, teachers using a behavioral approach typically analyze the context within which the behavior occurs. They observe and record information about the events which occur just prior to (antecedents) and immediately following (consequences) the behavior. Key elements of the modification strategy are the antecedents,

the behavior itself and the consequences. Once the teacher has observed and recorded information about these three, he/she develops a change strategy. Behavior change strategies are generally based on a baseline count of the initial frequency of the target behavior, and involve re-arranging either the antecedents or consequences or both, depending on the nature of the problem behavior.

Kanfer and Saslow (1965) suggested several areas of observational assessment which must be considered in making a functional analysis of behavior. They suggest including observation of the following:

1) An analysis of the problem situation, including specification of the target behavior.

2) Identification of antecedents and consequences of the target behavior. Antecedents to behavior include the social and physical settings in which the behavior occurs, the behaviors of others in that setting and the student's own reported thoughts and feelings within the setting. Consequences are events which follow the behavior.

3) Appraisal of the individual's strengths and weaknesses since a student may have no alternative but to act in a certain way because of behavioral deficits. Identification of strengths and assets aids in delineating competencies and in producing suggestions for increasing certain needed skills.

4) An analysis of social relationships, which includes consideration of social networks and identifies the persons who are disturbed by the student's behavior. One goal of some change plans is to reconstruct the social network itself to broaden tolerance for "deviant" behavior. The child's valuing of social relationships and their meaningfulness is important also in evaluating existing behavior problems.

5) A motivational analysis, which consists of information about the persons, events, activities, or objects which are reinforcing to the student. Motivational analysis should focus on intervention goals, as well as on future expectations and rewards of the individual student.

6) An evaluation of the social and physical environment and of the expectations (including cultural expectations) of others is important in shaping behaviors. Social roles

for certain students tend to be negatively stereotyped. Consideration of the larger environment is needed to distinguish adaptive from non-adaptive behaviors and helps teachers decide whether to change the environment, the student's behavior, or both.

7) A developmental analysis, which involves identification of the historical origins of problem behaviors and of the circumstances surrounding their manifestation, is practical.

Depending upon the desired outcome, one of several behavioral procedures can be used. When increasing the frequency of a behavior, a teacher might use positive reinforcement, tokens or the Premack principle. Reduction in the frequency of behavior can be achieved through procedures such as extinction, time out or reinforcement of alternative incompatible behaviors. New behaviors can be taught through behavior procedures such as modeling and demonstrating, prompting, cueing and fading, and shaping.

Increasing the Frequency of Target Behaviors

A. Positive Reinforcement. Consequences which increase the frequency of a target behavior are called positive reinforcers. If a goal is to increase behavior, providing positive reinforcement for the behavior will achieve that goal. Positive reinforcers presented immediately following a target behavior will increase the likelihood of that behavior occurring again. A student remembers to follow the class rules and receives teacher attention and praise. If following the rules, the target behavior increases in frequency when followed by teacher attention and praise, then teacher attention and praise is positively reinforcing.

One of the keys to effectively using positive reinforcement is to remember that a particular event or object is not inherently positively

reinforcing. While teacher attention and praise may be a positive reinforcer for one student, this is not necessarily true for other students. Whether an event is or is not reinforcing is determined by the effect it has on target behavior. When developing change plans, select an event or object you feel will be reinforcing, or one which the student has seemed to like or enjoy. Then, present that event or object as a consequence for desired behavior. If the desired behavior increases, the event or object you chose is a positive reinforcer. If the behavior does not increase, your choice is not a positive reinforcer, no matter how much it may have appeared desirable to the student.

Any of a number of items can be positive reinforcers. Some teachers use privileges, such as sitting in a special location, being class leader, acting as class runner, listening to a tape recorder, extra free time, and a free pass for no homework for one night. Other teachers use actual objects, such as pencils, bookmarks, and comics. Social events are often used and teacher attention and praise are frequently very powerful reinforcers.

When first beginning a behavior change procedure using positive reinforcement, reinforce the target behavior frequently - perhaps every time it occurs. Provide positive reinforcement immediately after the desired behavior is exhibited. Once the target behavior (desired behavior) has increased in frequency, gradually decrease the frequency of positive reinforcement by switching to intermittent reinforcement. Reinforce not every but one of every few times the behavior is exhibited. Intermittent reinforcement is powerful and will maintain the desired benavior over a long period of time. Gradually, expect more and more desired behavior before giving positive reinforcement.

To effectively use positive reinforcement, remember that an event or object is a positive reinforcer only if it increases the frequency of the behavior it follows. The only way to determine whether a particular event or object is a reinforcer is to try it and see its effects.

B. Token Systems. Careful planning and use of token systems can dramatically increase desired target behaviors. Students earn tokens for appropriate behavior, save them and later exchange them for reinforcing objects or activities, which are referred to as back-up reinforcers. Points, checkmarks, chips or stars can be used as tokens. They are given to students when desired behavior is exhibited. At a later pre-designated time, students exchange tokens for the privileges or objects.

Token systems require careful planning and clear specification of:

1) the behaviors students must exhibit to earn tokens;
2) the ratio of tokens to behavior;
3) the types of tokens and procedure for presenting them;
4) the time for exchange; and
5) the "price" of back-up reinforcers.

Because token systems represent a considerable alteration of the environment, they should not be employed unless really needed. When used, a plan for helping students move from the token system to more natural positive reinforcers should be built into the token system.

Teachers using token systems try to:

1) give tokens immediately after a student performs the desired behavior;
2) pair teacher attention and praise with the distribution of tokens;
3) explain the reason for the token when it is given to the student; and
4) provide a wide variety of back-up reinforcers.

C. Premack Principle. The Premack principle states that some behaviors a student performs can be used to reinforce other behaviors. Students

exhibit many high frequency behaviors (behaviors which occur frequently and are positively reinforced or positively reinforcing) and some low frequency behaviors (behaviors which occur infrequently and are generally not very pleasureable for the student).

Target behaviors which occur less frequently than desired (low frequency behaviors) can be increased by making high frequency behaviors contingent upon exhibition of the low frequency behaviors. Suppose a student likes to talk and frequently talks to a best friend in class, but seldom completes assigned seatwork. Using the Premack principle, his/her teacher makes talking contingent upon completion of assigned work, i.e. he/she may talk only after he/she completes his/her work; but once the work is completed, he/she can talk. The student is required to do something he/she doesn't like to earn the privilege of doing something he/she enjoys.

Using the Premack principle involves carefully selecting high and low frequency behaviors, specifying in advance the amount of low frequency behavior required, and the amount of high frequency behavior permitted. When conscientiously planned and carried out, the Premack principle provides a positive approach to increasing target behaviors.

Decreasing the Frequency of Target Behaviors

A. Extinction. When a behavior, which has previously been reinforced, is no longer reinforced, that behavior will occur less and less frequently. Consistent non-reinforcement of a target behavior will reduce the frequency of it. Extinction entails conscious and intentional non-reinforcement of target behavior and is often easier said than done.

Behavior that goes unrewarded will not persist. However, teachers may withhold reinforcement to decrease a target behavior, but other students in the classroom may continue to reward it. To see that a behavior is not rewarded, teachers should look for and eliminate all possible payoffs a student may receive, both from the teacher and from sources other than the teacher.

When extinction is first initiated, a student often temporarily increases the target behavior (undesirable behavior), trying to gain reinforcement. Although the increase is only temporary, the increased inappropriate behavior is often very trying for teachers. However, it is critical that no reinforcement be given during the period of temporary increase. For if the behavior is reinforced at that time, the student learns that to earn reinforcement, he/she has to perform the target behavior at an increased rate. Suddenly, the student is exhibiting more inappropriate behavior rather than less. Knowing that the increase is temporary usually helps teachers remember to be very careful to see that no reinforcers are provided for the target behavior. If no reinforcement is provided, the behavior will begin to occur less frequently. Extinction is a strategy which can decrease behaviors, but must be carefully monitored to be maximally effective.

B. Time Out. When the consequence of a behavior strengthens or increases the frequency of that behavior, the consequence is a positive reinforcer. When positive reinforcement of a target behavior is totally withdrawn, the behavior will decrease in frequency. This is the basis for time out, one behavioral procedure used in many BD classrooms.

Time out is a deprivation technique which removes the student from

from the immediate environment when he/she displays inappropriate behavior. Once removed, the student no longer has access to the positive reinforcers available in the environment. Time out puts the student in a position where positive reinforcement possibilities are eliminated.

Walker (1979), in reviewing time out procedures, concludes that time out should be used sparingly since students have no opportunity to acquire desired alternative behaviors while secluded. An out of control student may become calmer in time out, but unless time out is paired with teaching of appropriate behaviors, students cannot acquire new information about alternative ways of behaving to succeed.

If time out is used, the conditions for being timed out should be clearly communicated to all students. The duration of time out should be kept relatively short and time out procedures should be adhered to consistently.

C. Reinforcement of Alternative Incompatible Behavior. Another strategy for decreasing target behaviors is to reinforce an alternate behavior - a behavior which is compatible with the target behavior. This strategy involves increasing a behavior which the student cannot exhibit at the same time he/she performs the target behavior.

For example, Tim frequently runs all over the classroom, throwing other students' things on the floor. What behaviors are incompatible with his running around the room? Some suggestions are sitting at his desk, walking, standing, working on assignments, participating in class discussions, or sorting materials. By reinforcing Tim's behavior when he does these things, his teacher reinforces behaviors incompatible with his running. As the positive reinforcement he receives increases the

frequency of his alternative behaviors, the frequency of his running will decrease. Paired with ignoring inappropriate behavior (extinction), reinforcement of incompatible behavior can help teachers manage many inappropriate behaviors.

Teaching New Behaviors

A. Modeling and Demonstrating. New behaviors are often learned by imitation. Students imitate behaviors of peers, parents, teachers, and others. Modeling and demonstrating are behavioral procedures based on imitation. They involve having someone perform appropriate behaviors while the student watches. The student then imitates what he/she has seen.

Keys to using this behavioral procedure are:

1) positively reinforce the model's behavior in front of the student;
2) combining modeling with verbal instructions or an explanation of the task;
3) selecting a model who is held in high esteem by the student; and
4) being certain the model can accurately demonstrate the desired behavior.

Students are more likely to imitate models who are like themselves, so peer models are often effective for helping students develop new behaviors.

Learning from models is so pervasive that some educators question the wisdom of segregating groups of BD students in special classrooms, where there are no "normal" peer models. Perhaps appropriate peer models should always be provided. Interaction with general education students, videotapes, movies, and picture stories depicting positive models all provide opportunities for students in segregated classes to

observe and learn appropriate behavior through modeling procedures.

B. Prompting, Cueing and Fading. Sometimes observation and imitation are not enough to help a student acquire new behaviors. In such cases, new behaviors can be taught through behavioral prompting, cueing and fading. Specific prompts and cues guide the student through the expected behavior. For example, a cue is given and the student responds by following the instruction; then another cue is given, the student responds, and so forth. If the student does not respond appropriately, he/she is prompted.

For instance, while teaching students the expected behavior for entering the classroom, one teacher "walked" and "talked" students through the expected routine. It consisted of: walk through the door; go to the table and pick up your own work folder; take a pencil from the can; take the folder and pencil to your desk; put all other things away inside the desk; put the folder and pencil on the desk; open the folder; read your assignments; decide the order in which you plan to work; number the assignment to show which you'll do first, second, and so forth; look at the clock; write your starting time beside the assignment you plan to do first; start the assignment.

To teach students the routine, the teacher first demonstrated, describing each step as she performed it. Next, each student walked through the sequence, as she gave a cue for each step in the sequence. If a student failed to follow a cue, she prompted the student by giving a verbal reminder (pencil) or a physical reminder (pointing to the can or the clock). Students practiced the routine many times. As they improved, she gradually decreased the prompts. Then she decreased the number of cues given, continually providing positive reinforcement for

correct performance of the routine. She continued to decrease the number of cues and shortened many to signals, words or gestures, until the students could perform the routine without cues.

This teacher successfully "faded" her cues and prompts - decreased the length and frequency of the cues until they were no longer needed. Cueing and prompting appropriate behavior is a strategy many teachers can use to help students develop new behaviors. But successful fading of cues and prompts is essential and not to be ignored. Several factors influence the success of this behavioral procedure:

1) using clear, concise cues;
2) using short verbal cues;
3) using a prompt when a verbal cue does not bring about the desired behavior;
4) reinforcing the behavior as soon as it occurs; and
5) fading the cues and prompts gradually once the expected behavior is established.

Used conscientiously, cueing, prompting and fading can help students acquire new behaviors and exhibit them without continuing the cue systems.

C. Shaping. Shaping is a behavioral procedure which is particularly effective for teaching non-academic behaviors. It involves teaching new behaviors from existing behaviors by reinforcing successive approximations of a desired behavior. To use a shaping procedure a teacher first determines what desired behavior he/she expects, such as completing all assignments. Next, the teacher observes the student to see what behaviors currently exist and to identify a starting point. For example, perhaps the student starts assignments, but does not stay on task long enough to finish. The work turned in is usually about half finished. The teacher then describes several levels of behavior beginning with the behavior the student currently exhibits, and becoming progressively closer and closer to the desired behavior. For this example, the list

might include:

1) starts assignment and stays on task for 5 minutes;
2) starts assignment and stays on task for 10 minutes;
3) starts assignment and stays on task for 20 minutes;
4) starts assignment and stays on task for 30 minutes;
5) starts assignment and stays on task for 40 minutes;
6) completes at least 60% of assignment;
7) completes at least 75% of assignment;
8) completes at least 90% of assignment;
9) starts assignment and stays on task until assignment is 100% complete.

The teacher initially reinforces the student if he/she performs at the first level. Once he/she performs consistently at this level, the teacher requires him/her to perform at level two before reinforcement. Again once he/she reaches this level, the teacher moves to the next level, and reinforces successive approximations of the behavior desired - completion of assigned work.

Careful planning of the number of steps, the amount of behavior change required for each step, and the number of times a student must correctly perform each level of behavior increases the success of shaping procedures.

Concerns and Cautions

While various behavioral procedures are more appropriate for particular behavioral problems, all involve intentionally arranging the antecedents and consequences of student behavior to bring about desired changes - increases or decreases in behavior or the acquisition of new behaviors. Care must be exercised in order to bring about desired results.

Reinert (1980:91) has summarized some concerns and cautions associated with using behavioral procedures. The substance of the following guidelines come from his work.

1. Behavior analysis and modification are not a cure all for all students. Rather, they should be used in a sensitive manner when appropriate for certain students in certain situations.

2. Behavior analysis and modification are not substitutes for good teaching. Classroom management should include reinforcement of appropriate behaviors, but reinforcement alone will not overcome poor classroom leadership.

3. Reinforcement is part of the social milieu so teachers should recognize that reinforcement is occurring whether they control it or not. Teachers have been using reinforcement more or less systemically since education began.

4. Behavior analysis and modification should have as a goal increased control by the student, not the teacher. Self-management, inner control, self-direction and increased degrees of personal freedom are goals of effective behavior modification programs.

5. Behavior analysis and modification cannot solve problems of balance between structure and spontaneity in the classroom. A thinking, caring teacher must assume this responsibility.

6. Behavior analysis and modification represent only some of the many techniques for bringing about changes in student behavior. The teacher, as the responsible change agent, must determine how much control a particular student needs in a particular situation.

7. Behavior analysis and modification can act as tools for accountability and can neutralize some of the energy surrounding disturbing behavior.

8. Behavior analysis and modification are useful techniques but when used in too narrow and too limited a fashion, they are inappropriate

as the only therapeutic approach in the classroom. Behavior modification is not a panacea nor is it a Pandora's box. It is one of many approaches for positively managing student behavior.

Contingency Contracting

Contingency management is characterized by essentially the same procedures as other forms of behavior management - appropriate behavior is reinforced or rewarded. Reinforcement is contingent upon performance of specified behaviors. Appropriate behaviors and resulting positive consequences are clearly described, usually in the form of a written contract. A contract is an agreement between teacher and student which states that if "this" happens, then "this" will follow. Contracts formalize commitments by including: 1) who is involved, 2) what is to be done, 3) the time frame for performing agreed upon tasks, 4) consequences, particularly the positive reinforcers (rewards) for completing specified tasks, and 5) signatures of all involved parties.

Homme (1970) has done an excellent job of delineating the steps, format and typical content of contingency contracts, as well as anticipating potential trouble spots. Langstaff and Volkmor (1974) also outline the basics of contingency contracting in a well designed self-instructional package which emphasizes that the contract must be specific, fair to all parties, provide for reinforcement of behaviors approximating desired outcomes and reward behaviors only after they occur.

Contingency contracting is a powerful management strategy which incorporates student input because it requires that the teacher and student, jointly, decide in advance desired outcomes and their consequences.

As in other approaches, contracting must be responsive to the developmental skill level of the student(s). A seriously disturbed child, for example, may have difficulty foreseeing and predicting contingencies. Consequently, contracts should be used judiciously and adapted as needed.

Situational Interviews

Techniques of "life-space" or situational interviewing are generally credited to Fritz Redl (1959, 1971). They reflect a management strategy designed to maximize the here and now of disturbing behaviors for therapeutic gain.

Redl (1971) offers five techniques which can be used to therapeutically exploit the situational crisis. The first is reality rub-in. This makes the student aware of what really happened. Behaviorally disordered students sometimes gloss over their real problem behaviors and should be helped to see their contribution to the problem. A second technique is symptom entanglement, which entails telling and showing children how they can let go of maladaptive responses and still obtain what they need from the environment. Massaging numb value areas, a third technique, involves awakening potential adaptive responses within the student, while new tool salesmanship promotes alternative responses to the conflict situation. A final technique, manipulation of the boundaries of the self, supports the student so he/she can avoid picking up deviant behaviors and can redirect his/her own behavior. Redl suggests the approach to use cannot be predicted in advance but is situationally determined by the amount of time available at the moment, the receptivity of the student and his/her relationship with the teacher.

Interview techniques which can be used with individuals or groups are a form of therapeutic communication for gathering information about problems and possible alternative solutions. The situational interview reduces the intensity of the disturbance by clarifying components of the problem, restructuring the problem when appropriate, and supplying the student with new methods of coping with the problem. Conflicts can be resolved and disturbances relieved within the "life space" of the student, that is, within the student's existing immediate environment.

Long and Morse (1966) have described two major types of life space interviewing: emotional first aid on-the-spot and clinical exploration of life events. Emotional first aid on-the-spot focuses on helping the student regain control as quickly as possible so that a given activity can continue. Assisting a student who has become "unglued" because of frustration may involve explaining to the child the reasons for an event; providing support to the student as he/she tried to cope with feelings of frustration, anger or anxiety; maintaining communication even at moments when the teacher-student relationship is at risk; consistently applying the rules for expected behavior and impartially umpiring intra- and inter-student conflicts.

Clinical exploration of life events involves analyzing a student's disturbing behavior and relating this behavior to similar events which seem to cause difficulty for that student. Using either type of life space interviewing, the teacher is functioning primarily as an educational therapist and should keep in mind the following:

1) approach the student in a friendly, non-threatening manner;
2) permit the student to tell his/her side of the story;
3) listen without interjecting judgment;
4) ask probing questions about the situation;

5) attempt to reduce student anxiety by empathizing and sympathizing with the student's problem;
6) offer clarifying remarks, perhaps restructuring events, where the student has difficulty describing events; and
7) with the student, develop a working solution without negative consequences.

To conduct a situational interview in a therapeutic manner, avoid lecturing, moralizing, degrading, demanding, apologizing or dominating. Instead try to listen, clarify, help interpret and provide leadership as you work with the student to develop remedial plans of action.

Summary

Two critical components of positive management of behaviors are prevention and problem solving. Through judicious pre-planning teachers can design classroom environments which decrease the probability that inappropriate behavior will occur. Careful planning of physical arrangements and temporal events, paired with a clear explanation of behavioral expectations, creates an environment which facilitates appropriate behavior and helps prevent misbehavior. Components of prevention which contribute to a positive classroom atmosphere include routines, rules and rewards, signal interference, re-direction and humor. Affective education courses can also help prevent misbehavior by increasing the student's self-management.

When inappropriate behavior does occur, systematic problem solving provides a process for planning, implementing and evaluating change strategies. Techniques which can help solve behavior problems when they do occur include those behavioral procedures which increase behavior (positive reinforcement, token systems, the Premack principle),

which decrease behaviors (extinction, time out, reinforcement of an alternative incompatible behavior), and which teach new behaviors (modeling, demonstration, prompting, cueing, facing and shaping). Contingency contracting provides a means of joint problem-solving for teachers and students. Similarly, situational interviewing involves teachers and students in shared resolution of problems which do occur.

These techniques provide teachers with a positive approach to managing the behavior of BD students. By carefully matching the learning environment to students' needs, teachers can create environments which help students gain increased control of their own behavior. While prevention strategies help to create effective matches, problem solving strategies help teachers deal with mismatches when they exist. In combination, the two provide a firm base for ongoing use of a positive approach to behavior management.

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